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ABSTRACT

This booklet is part of the "Children's Activity Series," a set of four supplemental teaching resources that promote awareness about health, family life, and cultural diversity for children in kindergarten through third grade. The booklet includes eight easy-to-teach activities which introduce young children to the concepts of culture and cultural diversity. It provides a positive multicultural experience and includes illustrations and hands-on activities that help children prepare foods, build shelters, celebrate with music, and compare customs that express love and affection. Through the activities in the book, it is hoped that children will learn to appreciate their own uniqueness, respect similarities and differences among people, understand that many diverse kinds of people are Americans, and develop good feelings about themselves and others. This simply-structured teacher's guide is designed to help young children grow into adults who are open to the diversity of the world and its cultures. (NB)

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The Multicultural Caterpillar

Children's Activities in Cultural Awareness

Ana Consuelo Matiella, MA

Illustrated by Nina Paley

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Santa Cruz, California
1990

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Cover Design: Julia Chiapella

For more information about other books in the **Children's Activity Series** and a free catalog, please contact our Sales Department, ETR Associates/Network Publications, P.O. Box 1830, Santa Cruz, CA 95061-1830, or call toll-free 1-800-321-4407.

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Series Introduction

The **Children's Activity Series** promotes awareness about health, family life and cultural diversity for children in kindergarten through third grade. Each book focuses on a topic that can be difficult for elementary school teachers to address. Activities have been specifically designed to help children grow into adults who:

- feel good about themselves;
- interact with others;
- choose a healthful lifestyle;
- avoid tobacco, alcohol and other drugs;
- are open to the diversity of our world and its cultures; and
- contribute in a responsible way to society.

The books in this series are written to enhance an established curriculum, rather than to serve as the curriculum. They offer ideas for hands-on activities for teachers to integrate into the primary-level curriculum. Teachers can use the various interactive and lively activities as-is or adapt them to meet the needs of their specific situations.

The format of each activity is designed to help teachers easily prepare for the busy hands-on work. The **Get Ready, Get Set...** section outlines any advance preparation needed to conduct the activity. All items for student use are clearly identified in the **Materials for Children** section. The steps for the process of the activity are detailed in the **Here We Go!** section. Reproducible masters for student activity sheets and teacher patterns are found at the end of the activity.

The books in the **Children's Activity Series** are developed by authors familiar with both the content and process appropriate for primary school students in specific topic areas. And most importantly, the activities have been tested with children and have proven to be both educational and FUN.

Author's Introduction

How do we teach young children about cultural diversity? How do we tell them that our world is getting smaller and that, in order for them to live peacefully and effectively in it, their world has to get bigger? "Getting bigger" here means expanding their view: seeing themselves and others as part of a larger whole and broadening their definition of the world.

In looking for answers to these important questions, I came across Dr. Patricia Ramsey's book *Teaching and Learning in a Diverse World: Multicultural Education for Young Children* (Teachers College Press, 1987). Following the recommendations of Dr. Ramsey, the basic approach of this book is to present activities to children that balance "familiarity with novelty."

While children of this age have difficulty understanding the concept of culture and cultural differences, they can appreciate differences among human beings in a positive way. The overall goal is to allow young children to experience at a concrete level that there are many ways of living and doing familiar things such as preparing food, building shelter, celebrating, and expressing love and affection.

Through the activities provided in this book, it is my hope that young children will

begin to see themselves in others, to recognize that we are alike and we are different, and to celebrate the wonderful diversity that exists among us. By giving children the opportunity to experience these differences we can lay the foundation for the acceptance of different peoples and cultures in later years.

The Multicultural Caterpillar is written for children in kindergarten through third grade. Use the book in the way that best suits you and the individual needs and abilities of your students. The activities are intended to be fun to do, so by all means, play with them and adapt them to meet your needs.

I aimed for flexibility in the presentation of the activities. You can choose to follow the book sequentially, allowing the activities to build on each other, or you can pull activities out and use them in any way you want.

The book offers eight concepts. The first two help children identify their own uniqueness and the uniqueness and diversity that exist in the United States. The third concept examines some basic human needs we all share. Four familiar themes were chosen for the next four concepts: houses and shelter, preparing food, expressing love, and celebrating. The final concept, We Are Different, We Are Together, builds self-esteem through cooperative games. Each child contributes something special and becomes a part of the greater whole.

Ana C. Matiella

1 We Are Different

Purpose

To help children recognize differences between themselves and others as something positive.

In a Nutshell

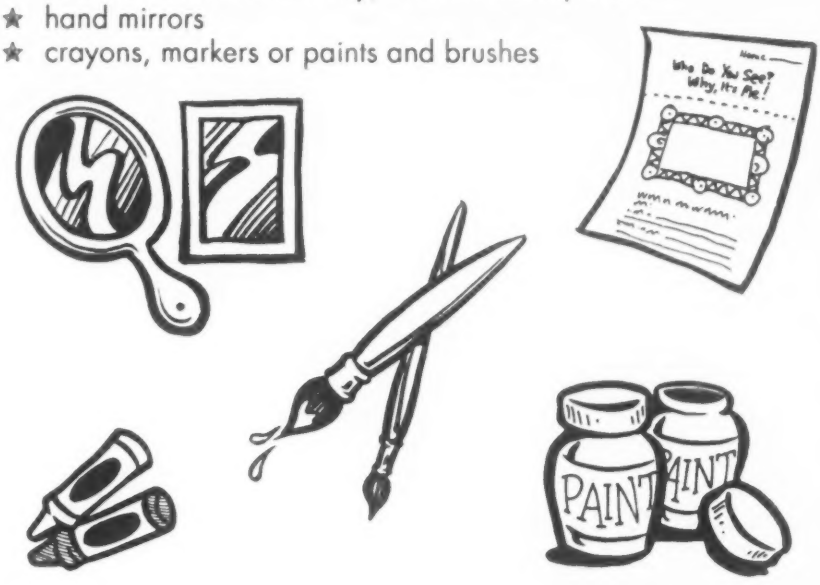
Children use mirrors to look at themselves and draw self-portraits on an activity sheet. They then discuss some of the ways that people are different.

Get Ready, Get Set...

- Gather needed materials: 4-5 hand mirrors
- Gather materials for children and copy activity sheets for each child.

Materials for Children

- ★ Who Do You See?—Why, It's Me! activity sheet
- ★ hand mirrors
- ★ crayons, markers or paints and brushes



Here We Go!

1. Ask children if they know what the word *unique* means. Tell them that all of us are different; in this world, no two people are exactly alike. This makes each of us unique—different and special. One of the many ways we are unique is the way we look—we all look different.

2. Divide the class into 4 or 5 groups. Give each child a **Who Do You See?—Why, It's Me!** activity sheet. Tell children they are each going to make a self-portrait, a picture of themselves.

   Give each group a mirror, and tell children to take a good look at themselves. Tell them to look for what makes each of them different or unique.

   Tell children to ask themselves these questions: What color is my skin? Is it tan, brown, black, peach, pink, white or beige? What color are my eyes? What color is my hair? Is it curly, straight, wavy, short, long? What does my nose look like? Is it a short nose, long nose, flat nose? What does my mouth look like?

   As the children make their portraits, help each child answer the questions on the activity sheet. When the self-portraits are completed, post them in the classroom.

   Ask children to notice how each portrait is different and special. Be specific as you note the differences in each portrait. Help children see themselves as special and unique.

3. Explain to children that the United States of

America is a place where there are many different kinds of people. Discuss some of the differences between people. We all look different. Sometimes we speak different languages. We may have different ways of doing things. We may have come from different countries.

Note to teacher: Work along with your students and do a portrait of yourself.

Children at this age are becoming aware of skin tones. They may have a hard time understanding why we refer to some African Americans as *Black* when, in their young eyes, they are *Brown*. Children may refer to peach, pink, brown people instead of the usual adult labels of White, Black, Brown, Red, etc.

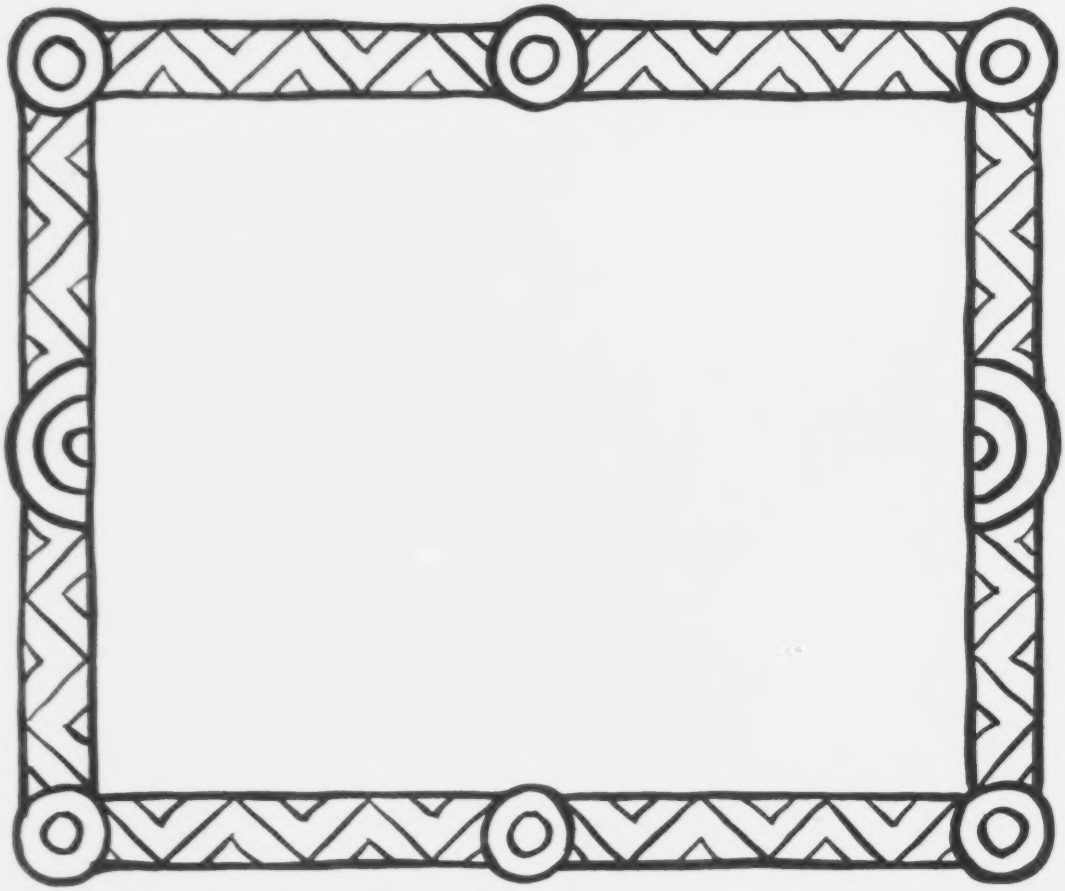
New Words

self-portrait, unique

Where It Fits

art, language arts, social studies

Who Do You See? Why, It's Me!



Who's that person that you see? Take a good look and you'll find me!

1. What I like best about myself is:

_____

2. What makes me unique—different and special—is:

_____

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2 We Are Together

Purpose

To help children realize that many different kinds of people are Americans.

In a Nutshell

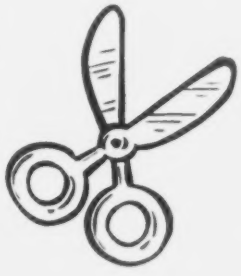
Children paste pictures of many different people on an outline map of the United States. They then discuss what an American looks like and the meaning of multicultural.

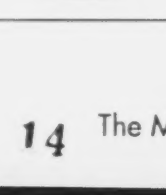
Get Ready, Get Set...

- Draw an outline of the map of the United States on a large piece of newsprint or butcher paper, about 5 feet long.
- Gather materials for children, including catalogs and magazines with pictures of all different kinds of people. Be sure to include magazines and catalogs that depict children and adults from many ethnic groups.

Materials for Children

- ★ magazines and catalogs
- ★ scissors
- ★ paste





Here We Go!

1. Post the outline of the United States on the wall. Tell children this represents our country—the United States of America. Then ask, "What does an American look like?" Depending on the diversity in your classroom, you may need to give children examples of the possibilities.

2. Divide the class into small groups. Give each group scissors, magazines and catalogs. Ask children to cut out pictures of the kinds of people that live in the United States. Reaffirm that there are many different kinds of people in the United States. Encourage children to look for people of different skin colors, sizes, ages, etc.

3. As children work in their groups, ask each child to share with you something he or she feels is unique about someone in the pictures.

When all children have cut out 3 or 4 pictures, have each group take turns pasting its pictures on the map outline.

4. When all groups are done pasting their pictures on the map, ask children to look at it. Use the following questions to lead a discussion of the collage:
   - According to our picture, what does an American look like?
   - What do we mean when we say that the United States is multicultural?

5. Lead children to conclude that there are many different kinds of Americans. Leave the map collage up on the wall for a few weeks or throughout the time that you work on the activities in this book.

Note to teacher: Remind children that in this country, we use the word *American* to refer to people from the United States, but there are other Americans in the world. People from Central and South America are Americans, too.

New Words

American, Central America, ethnic, South America

Where It Fits

art, social studies

Adapted with permission from *Individual Differences: An Experience in Relations for Children*. Madison, WI: Madison Public Schools, 1974.

3 We All Have Needs

Purpose

To help children realize there are common life needs shared by all human beings.

In a Nutshell

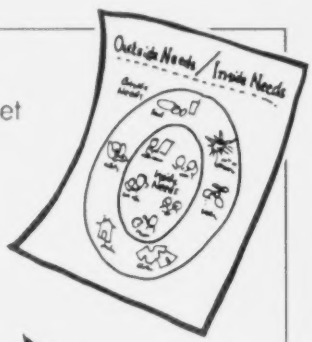
Children identify emotional (inside) and physical (outside) needs on an activity sheet. They then work in groups to make cave paintings that depict these needs.

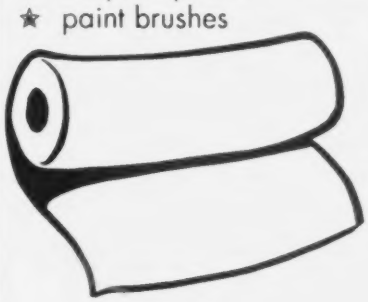
Get Ready, Get Set...

- Prepare 5-foot long pieces of newsprint or butcher paper for cave paintings.
- Gather materials for children and copy activity sheet for each child.

Materials for Children

- ★ Outside Needs/Inside Needs activity sheet
- ★ pencils
- ★ butcher paper or newsprint
- ★ tempera paints
- ★ paint brushes





Here We Go!

1. Distribute the **Outside Needs/Inside Needs** activity sheet. Tell children that the outer ring shows some of the things all human beings need in order to stay alive. These things can be called *outside needs*. Ask children why we might call these outside needs (because we can see or touch them). Tell children to circle the 3 things in the outer ring they think are most important.

2. Human beings also have *inside needs*, things we need in order to feel good inside. Ask children if they can think of some inside needs.

   Talking about pets can help children understand this concept. Ask children, "What does a puppy need in order to grow up healthy, happy and strong?"

   Have children circle the three things in the inner ring they think are most important. Tell them to draw a picture of an inside need they think is important in the blank space on the activity sheet.

3. Tell children that a very long time ago (prehistoric times), people used to draw things on caves, cliffs and rocks. They drew pictures of what was going on at the time. Cave paintings have taught us what life was like in those days.

   If space and adult supervision permit, divide the class into small groups and give each group tempera

paints, brushes and a piece of newsprint or butcher paper about 5 feet long. If space does not permit, conduct this activity at a supervised center and have children come to the center in small groups.

Tell children they are going to make cave paintings. The paintings will be pictures of their inside and outside needs. Tell children to pretend the only way they can communicate is through drawing and painting pictures. Tell them not to talk to each other at all, but only to draw or paint pictures.

If you wish, you can draw an arch curving around the top of the paper to help children imagine they are drawing inside a cave. Paintings are easier to do if children work on the floor. The paintings can be hung when they are finished.

Remind children to work cooperatively and quietly in their groups. Tell them to answer the question "What inside and outside needs do we have?" in their painting.

4. Allow children about 15 minutes to do the cave paintings. When paintings are finished, post them on the walls. Discuss similarities and differences among the groups. Ask children what they liked about the activity.

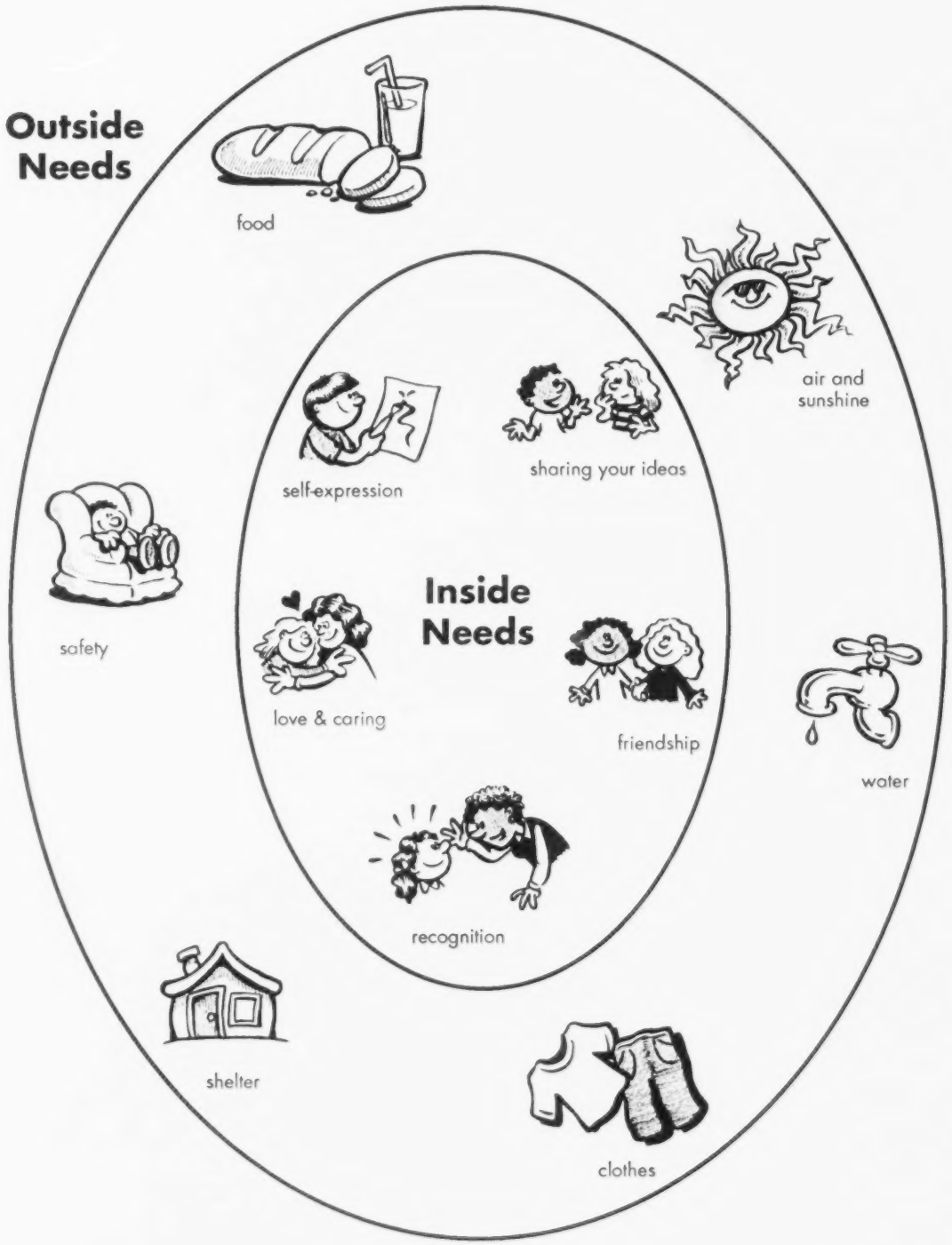
New Words

cave painting,
communicate,
human being

Where It Fits

art, social studies

Outside Needs/Inside Needs



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4 We Need Shelter

Purpose

To help children understand cultural similarities and differences by looking at how different people live.

In a Nutshell

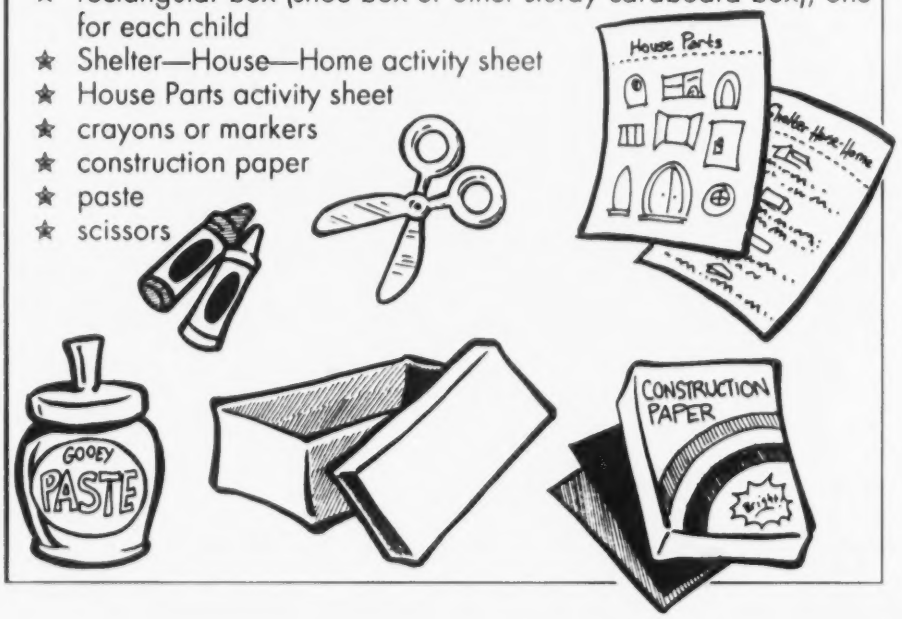
Children build model houses. One activity sheet provides parts of houses for children to use on their models; the other activity sheet illustrates some different kinds of houses.

Get Ready, Get Set...

- Ask children to bring empty shoe boxes from home.
- Gather materials for children and copy both activity sheets for each child.

Materials for Children

- ★ rectangular box (shoe box or other sturdy cardboard box), one for each child
- ★ Shelter—House—Home activity sheet
- ★ House Parts activity sheet
- ★ crayons or markers
- ★ construction paper
- ★ paste
- ★ scissors



Here We Go!

1. Ask children if they know what a shelter is. Shelters protect us from cold, wind, rain, sun and harm. Use the following riddles to illustrate the concept of shelter:

   Question: How is an umbrella like a house?

   Answer: Both protect you from the rain or sun.

   Question: How is a coat like a house?

   Answer: Both protect you from the cold or wind or rain.

2. Tell children that people around the world make buildings to shelter themselves from cold or heat, wind and rain. We call these buildings *houses* or *homes*. Houses are different in different places. Where the weather is cold, houses are built to be warm. Where the weather is hot, houses are built to be cool. Houses within a community are also different. Ask children to think of some different kinds of houses.

3. Tell children they are going to build a model of a shelter or house. They will use construction paper, markers, boxes, crayons and glue.

4. Divide the class into groups. Give children the materials for the models. Encourage children to build the

kind of house they want. Go over some of the elements that are found in houses. Pictures of doors and windows are provided on the **House Parts** activity sheet. Children can cut out and use the doors and windows. Children may need individual help with such things as folding construction paper to make a pitched roof.

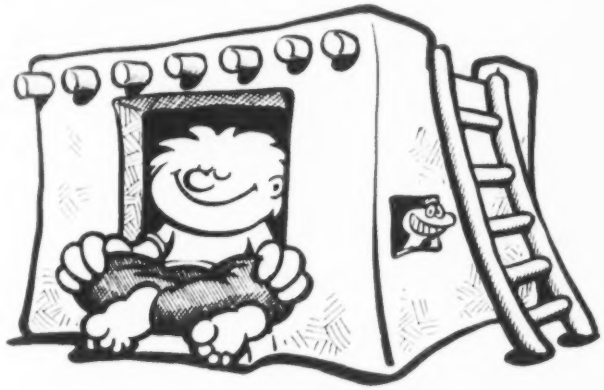
5. Give children time to share their projects and explain their houses to the rest of the group. Discuss the similarities and differences of the houses.

6. If time permits, construct an imaginary neighborhood by grouping the model houses.

7. Pass out the **Shelter—House—Home** activity sheet. Read the description of each of the illustrated houses. Discuss the similarities and differences of buildings. Emphasize that there are many ways of doing things, but human beings share some common needs. Houses can be built in many different ways, but we all need shelter.

New Words

adobe, apartment house, hogan, pueblo, shelter, suburban



Where It Fits

art, health, language arts, science, social studies

House Parts

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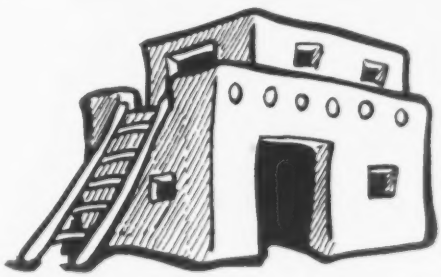
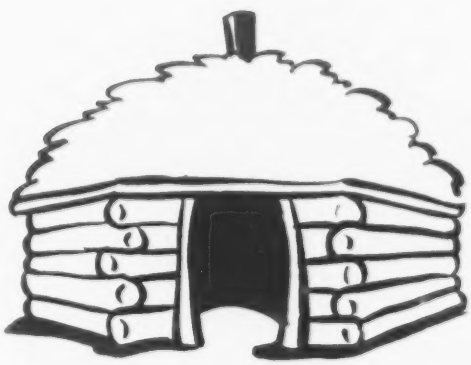
Shelter—House—Home

There are many different kinds of houses in the world. Here are pictures of 5 different kinds of houses that are found in the United States.

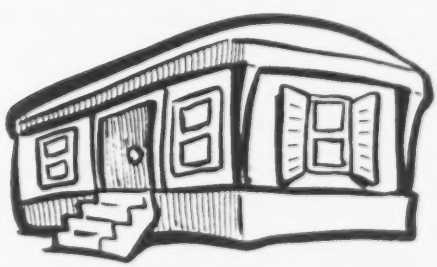
Have you ever seen an adobe house? This is an adobe house. Adobe bricks are made of mud and straw.



Have you ever seen a hogan? This is a hogan. The Navaho Indians make hogans out of earth and pieces of wood.



Have you ever seen a mobile home? This is a mobile home. It is a house on wheels, or one that can be put on a trailer and moved.



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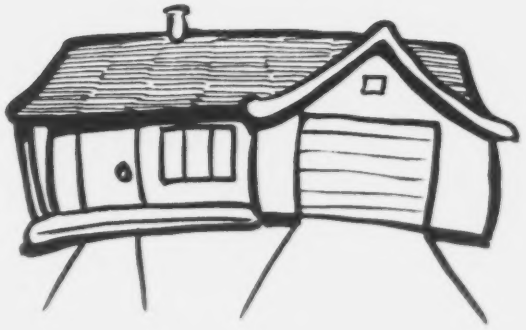
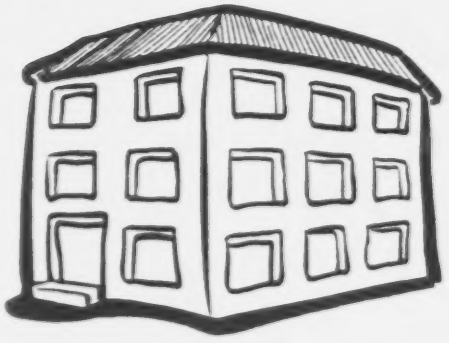
Have you ever seen a suburban house? This is a suburban house. Suburban houses are usually made of stucco (cement), metal, brick, stone or wood. Notice that each house stands alone. It may have one or two floors or stories.



Have you ever seen an apartment building? This is an apartment building. It is a building that has many smaller houses inside. Many apartment houses can be found in cities.



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5 We Need Food

Purpose

To help children understand cultural differences by exploring the history and diversity of corn.

In a Nutshell

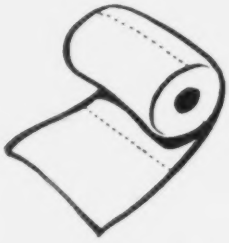
Children examine a variety of foods made from corn and listen to stories about the discovery and history of corn. They also get a popcorn snack.

Get Ready, Get Set...

- Gather these foods made from corn for display in the classroom: ear of corn, corn meal, popcorn kernels, corn chips, blue corn chips (if available), grits mix, creamed corn, corn tortillas, corn muffins.
- Gather needed materials: popcorn popper or microwave oven to pop corn.
- Gather materials for children.
- Gather materials for optional activity: microwave oven or hot plate, saucepan, spoon, 1/2 stick margarine, 10-oz. bag of miniature marshmallows, salt.
- Review **Foods Made from Corn** teacher page.

Materials for Children:

- ★ clean-up supplies (paper towels or napkins)
- ★ popcorn for children to eat
- ★ containers for popcorn



Here We Go!

1. Tell children that everyone needs food. If children have already participated in the cave drawing activity (Concept 3), remind them that food was one of the outside needs. We all need food to stay alive.

   Tell children there are many different kinds of food and many different ways to prepare it.

   Corn is a food that is very popular in both North and South America. Tell children to raise their hands if they have ever eaten corn.

   Show children an ear of corn. Tell them that many kinds of foods come from this ear of corn. Ask children if they can think of different kinds of foods made from corn.

   Show children the food you have brought to class. Talk about the different foods that have been made from corn. Use the **Foods Made from Corn** teacher page as a guide.

   Just as corn can be made into many kinds of foods, the human family has many kinds of people. The foods may look different, but they are all made of corn.

People may look different, but we are all part of the human family.

Point out that having several different kinds of food is more exciting than having only one kind of food. This is true for people, too. People are more interesting because we don't all look or act the same.

Corn is native to the Americas. It was first discovered here. Tell children that by exploring the stories and the many ways people use corn, we can learn more about how people are both alike and different.

2. Tell children that there are many legends (we can call them "corny legends") about how corn was discovered. Legends are stories based on what people believed was true in the old days. Although legends or folk stories aren't necessarily true, they do tell us a lot about people of different times and places.

   Read **Quetzalcoatl and Mexico's Corn Legend**, **Squanto and the Pilgrims** and **The Story of Hush Puppies** to the children. Discuss the stories.

3. Tell children that there are several different kinds of corn. Popcorn is considered the oldest type of corn. It was one of the first crops that American Indians grew. When Columbus landed in the West Indies in 1492, he found Indians selling jewelry made of popcorn.

   Scientists who study human beings and ancient history found popcorn in a

place called Bat Cave in New Mexico. This popcorn was 2,000 years old. The scientists were actually able to pop some of this 2,000-year-old corn.

Pop some popcorn and let children eat it for a healthy snack.

Note to teacher: For an *unhealthy* snack, make popcorn balls. I have included an ancient recipe for popcorn balls that children can shape themselves. The popcorn balls are gooey, messy and delicious.

New Words

grits, hominy, kernel, legend, native, nutritious, Pilgrims, Quetzalcoatl, slaves, Squanto, tortilla

Where It Fits

health, language arts, science, social studies

Foods Made from Corn

Corn chips: Triangle-shaped pieces of tortillas made from corn flour. The pieces are fried until crispy and sometimes salted.

Blue corn chips: Made from an ancient variety of Native American (Indian) corn that dates back more than 200 years. The blue color comes from the natural color of the corn itself. This corn has been a staple food for Navaho and Hopi Indians for centuries.

Corn meal: Corn that is coarsely ground or powdered. Corn meal is used like flour to bake or cook bread, muffins, tortillas and other foods.

Hominy grits: Corn that has been hulled (the outer covering of the seed removed) and coarsely ground. It is prepared as food by being mixed with water and boiled.

Nachos: Triangle-shaped pieces of tortillas that have been fried and topped with beans, spicy sauce, cheese, olives or onions.

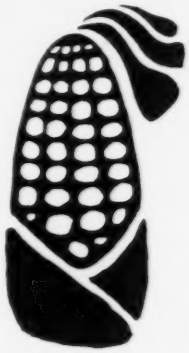
Tortilla: A large thin, round, flat kind of bread made from a paste of corn. Tortillas are baked on a heated piece of stone or iron plate. In Mexico they are eaten each day like bread.

Quetzalcoatl and Mexico's Corn Legend

This is a story about how corn was discovered (and human beings were created) in Mexico.

It is said that when the gods wanted to bring people into the world, they wanted first to find the perfect food for all humankind. They wanted a food that would be tasty and nutritious. They sent the great god Quetzalcoatl (keht-zuh-kwah-tl) to find this food.

Quetzalcoatl means feathered serpent. Feathered Serpent was magic. He could transform himself into anything he wanted to be. In order to search for the perfect food, he turned himself into an ant. He went on his way as an ant—looking for the perfect food for all humankind. He searched and he searched until he found a precious kernel of corn.



Feathered Serpent presented his treasure to the gods, and they were very happy. All the gods agreed that the grain made from the corn would be good for all human beings. And so it happened that the gods created the first people—and corn has been nourishing human beings ever since.

Squanto and the Pilgrims

This is a story about how corn was planted in America hundreds of years ago.

When the Pilgrims left England and came to America, they found Indians living here. The Indians taught the Pilgrims many things. One important thing the Indians taught the Pilgrims was how to grow corn.

It is said that an Indian named Squanto came to visit the Pilgrims and became their friend. Squanto showed the Pilgrims a special way to plant corn.

First, Squanto dug a hole in the ground. He put dead fish into this hole. Then he covered up the hole.

Next, he added seeds of corn. Then he covered up each seed with a little hill of soil. The dead fish underneath each hill of corn helped make the soil rich so the corn would grow.

When the Indian corn grew, the Pilgrims were able to make bread to eat. The Pilgrims were thankful to have food to eat, especially when the winter came and the weather turned very cold.

Because they were thankful for their food, the Pilgrims decided to have a special meal. They invited their Indian friends to share the meal.

Every year in November, Americans remember the Pilgrims' good fortune a long time ago and celebrate Thanksgiving with a special meal.

The Story of Hush Puppies

Hush puppies are a food eaten in the United States. They are made by frying small amounts of cornmeal batter. This is a story about how this food got its name.

An old story tells that hush puppies were an invention of Black slaves and tenant farmers in the South. Life was very hard for these people. Fishing was one way they could have fun and get away from their hard life.

Cornmeal batter was used to fry the fish. There was often some batter left over after all the fish were fried. Sometimes the leftover batter was fried in small bits and tossed to begging dogs to quiet them down. As the men tossed the fried bits to the dogs, they would call out, "Hush, puppy!"

And that is where the name *hush puppies* came from.

Popcorn Balls

1/2 cup unpopped popcorn
1/2 stick (1/2 cup) of margarine
1 10-oz. bag of miniature marshmallows
a bit of salt

1. Pop popcorn and add a little salt—set aside.
2. Melt margarine and add marshmallows, stirring constantly until they melt. Remove from heat.
3. Add popcorn to marshmallow mixture. Stir it, making sure all popcorn kernels are covered with marshmallow mixture.
4. Allow mixture to cool enough for children to handle it.
5. Give each group of 5-6 children a glob of warm popcorn ball mixture, and have children shape it into balls.
6. Remind children to brush their teeth right after they eat their popcorn balls.

6 We Need Love and Affection

Purpose

To help children understand that there are different ways of showing affection.

In a Nutshell

Children write good wishes for others on an activity sheet, decorate their wishes and wrap them in red paper. They compare this activity, based on a Vietnamese custom, to the American custom of exchanging valentines.

Get Ready, Get Set...

- Gather materials for children and copy activity sheet for each child.

Materials for Children

- ★ Good Wish activity sheet
- ★ pencils
- ★ crayons or markers
- ★ scissors
- ★ glue or tape
- ★ red construction paper
- ★ gold ribbon and/or stars

Here We Go!

1. Explain to children that human beings need certain things to stay alive. If children have done the cave painting activity (Concept 3), remind them of the outside needs—food, shelter, water, air and the other necessities. Review this concept as necessary and appropriate.

   Explain that there are other special things we need to be happy. Some people think these things are just as important as food and water.

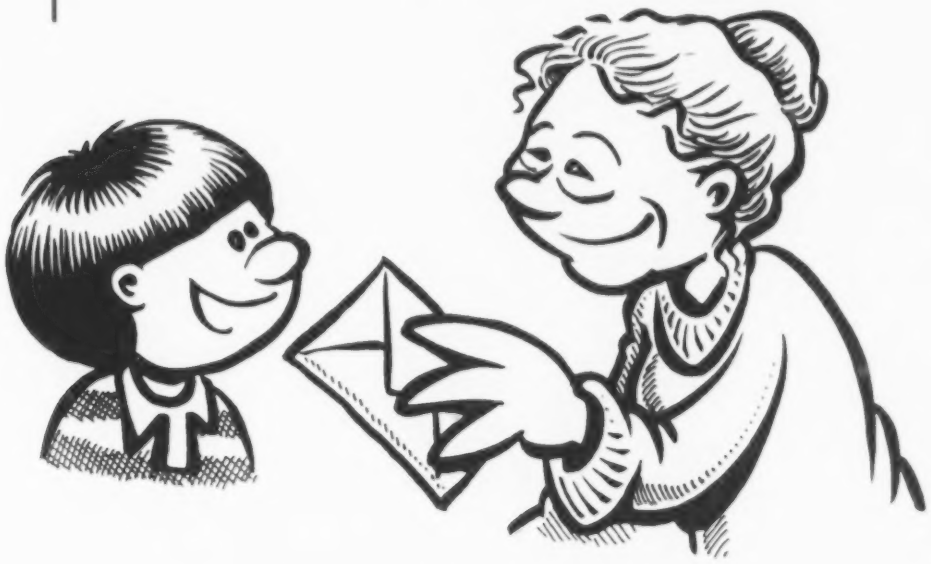
   If children have done Concept 3, remind them of the inside needs. Review this concept as necessary and appropriate.

   Ask children what inside needs they have. (Another way of bringing children to these conclusions is to ask them about having and caring about friends.)

   Tell children that all of us need to feel that we are important to someone else; we need to feel loved and cared for. There are many ways of giving and receiving love and affection. Ask children for examples.

   People have different ways of showing love. But one thing is sure: all of us need love. Tell children that in this activity, they will explore different ways of showing love and affection.

2. In the United States, we often show we care about someone by celebrating his or her birthday. Ask children how they celebrate their birthdays. Ask children if they think all people in the



world celebrate birthdays. Tell them that Vietnamese people don't ordinarily celebrate birthdays. (Children at this developmental stage have a hard time understanding the concept of geography. The important idea is that not everyone in the world celebrates birthdays.)

Tell children that Tet is an important holiday that is celebrated in Vietnam. This special holiday represents a time to start a new life cycle. It is a festival that lasts as long as 3 days. Tet is a time to forgive others. In order to put yourself in the right frame of mind, you must forget your grudges and anger.

On the first day of Tet, every Vietnamese becomes a year older. The oldest person in the family receives everyone's good wishes at a special ceremony. Each child presents good wishes to the elder, and the elder gives each child a red envelope with a few coins in it. Red is considered a good-luck color. It stands for happiness.

3. Tell children they are going to give their good wishes

to others. Divide the class into small groups, and pass out the **Good Wishes** activity sheet. Each activity sheet has space for 2 wishes.

Have children write the name of one person on the top half of the activity sheet and the name of another person on the bottom half. Children can give their good wishes to anyone they like—an older friend or relative, their mom or dad, godmother, a classmate or friend. Tell them to write their own names on each half of the sheet.

Tell children to draw or write a wish for each person on each half of the activity sheet. They can wish that the friend will have fun on a trip or get a new bicycle or any other good thing. Children can also decorate or color their good wishes.

4. When children finish their wishes, have them cut the activity sheet in half and tape or paste each wish on a piece of red construction paper. Tell children to fold the construction paper over the wish so that the wish is wrapped up in red paper. They can seal the envelope with tape, a gold star or a ribbon. Tell children that their good wishes are wrapped in red to follow the Vietnamese belief that the color red brings happiness.

   Ask children to deliver their good wishes.

Note to teacher: Prepare your own good wishes for the children so that every student will have one.

5. After children have made their good wish envelopes, ask them if they know of a holiday that we celebrate in the United States by using red and making nice wishes for people. Compare the Vietnamese custom with the American custom of exchanging valentine cards on Valentine's Day.

   On Valentine's Day (February 14), we send greeting cards, flowers or candy to friends. The word *valentine* refers to the card or note that has words of love or affection. Sometimes the valentine is a poem:

   "Roses are red,
   Violets are blue,
   Sugar is sweet,
   And so are you."

6. Tell children that wishing people well is something all of us have in common. There are many ways to offer good wishes to others. All of us need love and affection and someone to wish us well.

Optional: Tell children they will be learning about another Vietnamese way of showing care and affection—ask them to sit quietly and listen to the story.

Read **A Gift from Heaven** to the children.

Ask children the following questions: Are babies cared for differently in Vietnam than in the United States? In what ways is baby care similar? In what ways is baby care different?

Lead children to conclude that while there are some differences, there are many more similarities.

New Words

ceremony, festival, heaven, lullabies, Tet, valentine, Vietnamese

Where It Fits

art, foreign language, health, social studies

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Good Wishes

A special wish for _____

From _____

My special wish for you is _____

_____

A special wish for _____

From _____

My special wish for you is _____

_____

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A Gift From Heaven

For Vietnamese people, a baby is a gift from heaven. When a baby is born, the adults in the family care for it constantly. When the baby is sleeping, a grandmother, aunt or sister may watch. The baby is fanned in warm weather and covered with warm blankets in cool weather.

Family members also sing lullabies to the baby and teach the baby games and nursery rhymes. Many Vietnamese people believe that the baby can say words as young as 9 months, so they may spend time teaching the baby words.

Older children—brothers, sisters and cousins—spend lots of time with the baby and will help teach the baby games, songs and nursery rhymes.

The Vietnamese family is usually large. Many family members live together, and the baby is showered with the love and affection of many people.

7 We Celebrate

Purpose

To help children understand there are many different ways of expressing how we feel. Making music is one way human beings express themselves.

In a Nutshell

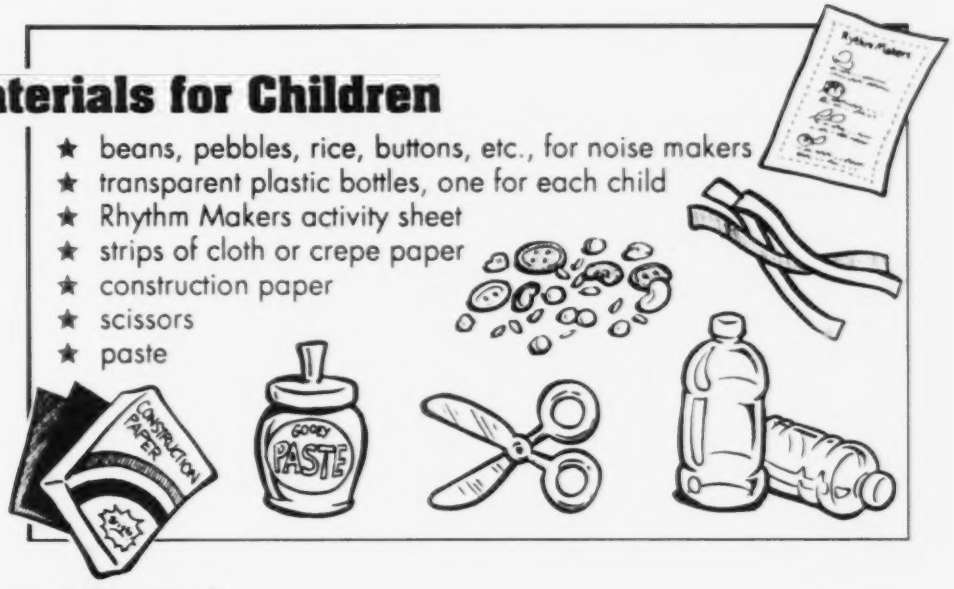
An activity sheet and a hands-on demonstration are used to introduce children to percussion instruments from different countries. Children make their own version of a Spanish percussion instrument and use these instruments to produce a variety of rhythms.

Get Ready, Get Set...

- Ask children to bring empty transparent plastic bottles from home (2-liter soda bottles work best). Wash the bottles inside and out and dry thoroughly.
- Gather needed materials: percussion instruments (drums, castanets, maracas, shekeres).
- Gather materials for children and copy activity sheet for each child.
- Review **Rhythm Makers** teacher page.

Materials for Children

- ★ beans, pebbles, rice, buttons, etc., for noise makers
- ★ transparent plastic bottles, one for each child
- ★ Rhythm Makers activity sheet
- ★ strips of cloth or crepe paper
- ★ construction paper
- ★ scissors
- ★ paste



Here We Go!

1. Tell children that rhythm is the regular repetition of a beat or sound. Some musical instruments can be used to make rhythm. These instruments are called percussion instruments. Percussion instruments are tapped or struck or rattled. People all over the world have different kinds of percussion instruments. Making rhythm is a language everyone in the world understands.

2. Pass out the **Rhythm Makers** activity sheet. Discuss the featured percussion instruments. Use the **Rhythm Makers** page as a guide. Ask children if they can think of other percussion instruments.

3. Demonstrate different types of percussion instruments. Let children try the instruments. Have children circle the pictures on their activity sheets of the instruments they used.

4. Tell children that *sonaja* (so-nah-hah) is a Mexican name for rattle. Today's project is to make a *sonaja*. Each *sonaja* will be special because each child will decorate it with his or her favorite colors.

5. Give each child a bottle and a few noisemakers. Different kinds of noisemakers in different shapes and sizes make different sounds. Children can compare the sounds. Have children put the noisemakers inside their bottles.

   Encourage children to do their best work and to be creative in decorating the *sonajas*. Children can cut construction paper into tiny pieces, like confetti, and put the pieces inside the clear bottle to make it more colorful.

   Put a small amount of paste inside the bottle cap and screw the cap on. This will permanently seal the cap on the bottle.

   Have children decorate the bottles in their favorite colors. Help them measure and cut strips of construction paper, long enough to go around the bottle. Children can curl the ends of the crepe paper or cloth and paste three or four layers on the bottle.

6. When children have finished making and decorating the *sonajas*, tell them that people from all around the world use rhythm and music to express many emotions. Music can express sadness, anger, happiness and many other feelings. Music can help us understand that people are both alike and different.

7. Divide the class into small groups. Help one group start a rhythmic pattern with their instruments. Then ask the other groups to respond to them. Have groups take turns until each group has had a chance to lead. Here are some suggested rhythmic patterns for you to try.

   - Practice telling time and counting:
     One o'clock—shake, shake
     Two o'clock—shake, shake (etc.)
     Have children count and then shake two beats.
   - Practice naming the days of the week:
     Sun - day—shake, shake
     Mon - day—shake, shake (etc.)
     Have children say the name of the day and then shake two beats.
   - Practice saying names of months and other words:
     months of the year (Jan - u - ar - y—shake, shake, shake, shake)
     animals (shake, shake, shake, shake—CAT)
     (shake, shake, shake, shake—DOG)
     rhyming words (MAT—shake, shake, shake)
     (CAT—shake, shake, shake)
     colors (shake, shake, shake—BLACK)

(shake, shake, shake—RED)
Or try shapes, opposites, counting in a foreign language, etc.

New Words

Brazil, castanets, drum, gourd, instruments, maracas, percussion, rhythm, shekere, sonaja

Where It Fits

foreign language, music, science, social studies

Extension

Have children in each group use their instruments to express a different emotion or feeling. For example, ask children in one group to pretend they are celebrating the last day of school. Please establish groundrules for this activity to be sure children don't bang each other over the head, etc.

Have children think of the many ways they can use the *sonajas* to make noise, e.g., rattle it horizontally or vertically, bang it on the floor or the table,etc.

Rhythm Makers

Castanets: Small shell-shaped pieces of hard wood used in pairs to beat time to music, especially in Spanish dances.

Castanets

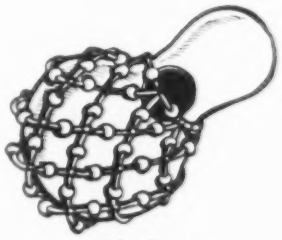
Drums: Instruments in the form of a hollow tube covered at one or both ends by a piece of skin stretched tightly to cover the opening.

Drums

Maracas: Instruments from Brazil, South America, made from dried gourds or gourd-shaped rattles. Maracas are filled with loose pebbles, and held and shaken to make their sound.

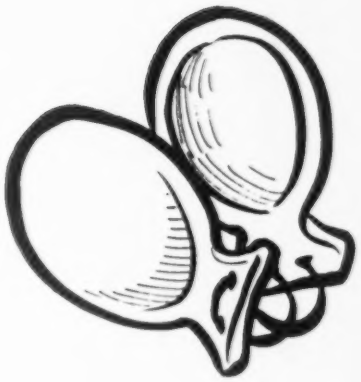
Maracas

Shekeres: African instruments made from large dried gourds. A beaded net loosely covers the outside of the gourd.

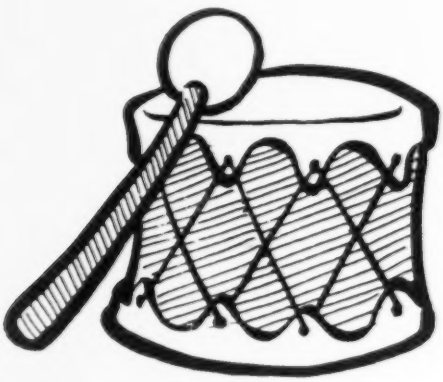


Shekeres

Rhythm Makers



Castanets



Drums

Maracas

Shekeres

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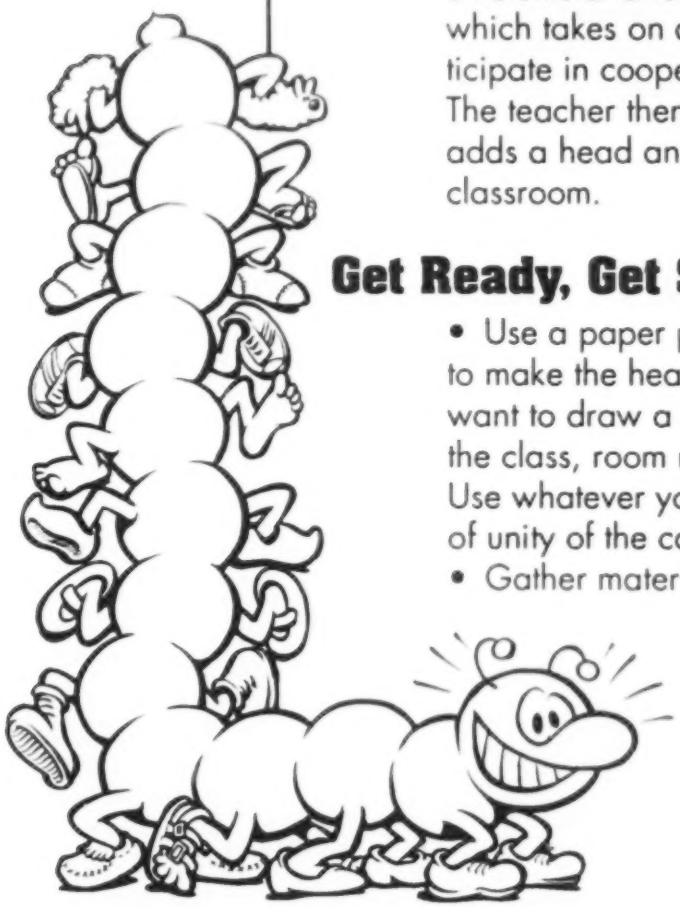
8 We Are Different, We Are Together

Purpose

To help children realize they can be part of a group and still retain their individuality.

In a Nutshell

Children express their uniqueness by making their own personal emblems. They wear their emblems and form a multicolored caterpillar, which takes on a life of its own as children participate in cooperative games.
The teacher then connects all the emblems, adds a head and displays the caterpillar in the classroom.



Get Ready, Get Set...

- Use a paper plate or piece of poster board to make the head of the caterpillar. You may want to draw a simple symbol that can identify the class, room number, name of school, etc. Use whatever you feel will add to the feelings of unity of the caterpillar.
- Gather materials for children.

Materials for Children

- ★ round paper plates or 1-foot squares of poster board
- ★ crayons, markers or paints and brushes
- ★ items for decoration (glitter, sequins, yarn, felt, etc.)
- ★ paste
- ★ hole punch

Here We Go!

1. Tell children they are going to make their own personal emblems. Tell them each emblem will then be used to create something very special.

   Tell children that an emblem is a picture that identifies something.

   Their emblems will identify something unique—special and different—about each of them. Together, the emblems will also be used to say something special about the class.

2. Provide children with paper plates, paints and any other materials. Tell children they can paint a picture, write a few words, or decorate their emblems in any way they want to. Encourage students to express themselves and have fun making their emblems.

3. When children have made the emblems, punch a hole on each side of the emblem. Loop a strand of yarn through the holes, tying it together so the children can wear the emblems over their chests.

   Give children an opportunity to show their emblems. Let them tell the others why they decorated the emblem the way they did. Ask, "What does this emblem say

about you?" Point out how beautiful the emblems are and how different they all are.

Tell children these emblems are like people. Each of us is unique—different and special. We all express ourselves in different ways. This makes our lives together colorful and rich.

Note to teacher: You will need a large area to do the next part of the activity. A playground, gym or multipurpose room would be suitable.

4. Tell children that now they are going to pretend they are a giant caterpillar. Ask children for ideas about how the whole class can become one caterpillar.

5. Have children wear their emblems as you take them to the area for the caterpillar games. Tell children to form a circle, standing an arm's length away from each other. Then ask them to join hands and connect the circle.

   Tell children to pretend they are a caterpillar. The caterpillar is going to play a game. The object is to keep the caterpillar in one piece. Stress the importance of

working together to keep the caterpillar joined.

6. The first game that the caterpillar will play is called the **Chinese Circle**. It is played in China.

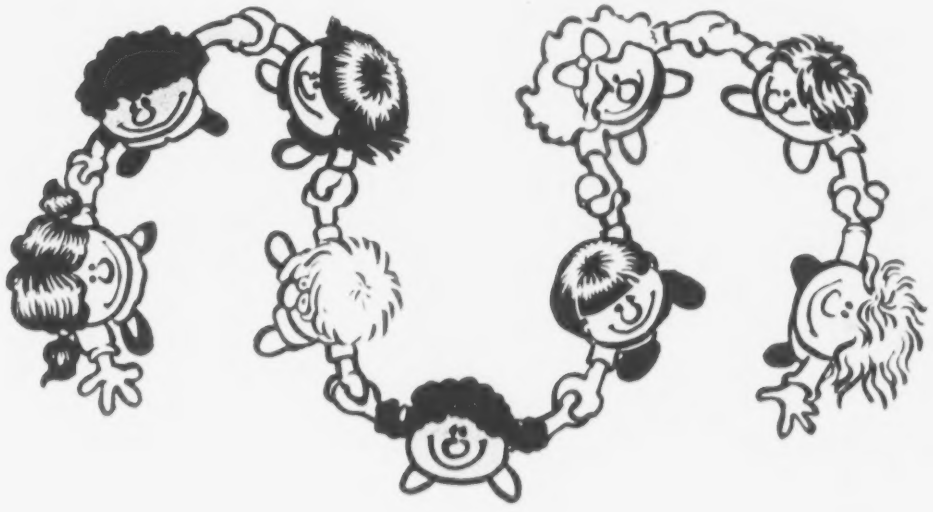
   Tell children to start walking slowly in one direction and gradually increase speed until the caterpillar is going as fast as possible without breaking the circle. When the circle breaks, ask children to start again. This time, go in the opposite direction. Do this 2 or 3 times until the children become used to working together.

   Other games and learning skills may include any or all of the following ideas.

   - Practice directions by reciting this chant to lead the group:
     - ★ "Caterpillar, caterpillar
     - ★ Where will you go?
     - ★ Left, left—
     - ★ We all know!"
     - ★ You may substitute any direction here: right, up, down, backwards, forwards, etc.

- Practice counting by directing the children to take so many steps to the left, to the right, etc.
- Teach the children a new language:
  - ★ Try counting in Spanish, Swahili or Chinese.
  - ★ Use a favorite Chinese folk tale name as a chant: "Tikki tikki tembo–no sa rembo–chari bari ruchi–pip peri pembo!"
- Practice shapes.
  - ★ Move in a square.
  - ★ Move in a triangle.
  - ★ Move in a circle.
  - ★ Move in a diamond.

  You may want to prepare for this ahead of time by using colored masking tape to mark the ground or floor as a guide.
- Practice forming the shapes of letters, using the same procedure to tape guidelines on the floor or ground:
  - ★ Move in an *L*.
  - ★ Move in an *M*.
  - ★ Move in an *O*.
  - ★ Move in an *S*.



- Practice walking tall and then crouching down as a means of practicing body movement and control. Ask the children to chant with you as they follow your example:
  - ★ "Now I'm tall... Now I'm small," and repeat.

Finally, have the caterpillar return to a circle formation to end the game.

Before ending the games, have the children separate and pretend they are butterflies.

7. After the games, collect the emblems. Use the yarn that was laced through the holes to tie the emblems together in a long row. Add the caterpillar head you made, and display the caterpillar in the classroom.

8. Remind children that each of us is unique—special and different.

   There are many things that make us unique. We come from different families, different places and different cultures. Together we are like the multicolored caterpillar. Each piece is different, yet each piece is as beautiful and important.

   Keep the multicolored caterpillar on display for a few days and enjoy what it represents!

New Words

caterpillar, emblem, multicolored

Where It Fits

foreign language, language arts, math, music, physical education, science, social studies

Extension

Generate other cooperative games using the children's ideas. Ask children, "What other things can you be together?"

The Multicultural Caterpillar introduces young children to the concepts of culture and cultural diversity through eight lively activities. This easy-to-use, simply structured teacher's resource guide is specifically designed to help children grow into adults who are open to the diversity of our world and its cultures.

The Multicultural Caterpillar provides a positive multicultural experience. Clever illustrations and hands-on activities help children prepare foods, build shelters, celebrate with music, and compare customs that express love and affection. Children learn to:

- appreciate their own uniqueness
- respect similarities and differences among people
- understand that many diverse kinds of people are Americans
- develop good feelings about themselves and others

The Multicultural Caterpillar is part of the "Children's Activity Series," which promotes awareness about health, family life and cultural diversity for children in kindergarten through third grade. The books in this series are designed as supplemental teaching resources and provide a variety of concrete, visual activities to help make difficult concepts easy to teach and easy for children to grasp. Other titles in the series include: *You and Me Tobacco Free, We Are a Family* and *Germ Smart.*

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